



INTERSTATE
PASSPORT[®]
Study ▶ Transfer ▶ Succeed

ANNUAL REPORT
2016-17

Interstate Passport is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. Its overarching goal is simple—to eliminate unnecessary repetition of academic work after students transfer. Designed to improve graduation rates, shorten time to degree, and save students money, the program can also simplify existing articulation agreements and support institutions' continuous improvement efforts. All components of Interstate Passport have been designed by faculty, registrars, institutional researchers, and academic advisors.



Interstate Passport is based at the Western Interstate Commission for Higher Education (WICHE), a nonprofit 501(c)(3) organization, founded by the U.S. Congress in 1953 as one of four regional compacts dedicated to expanding higher education access and excellence for the nation. WICHE's headquarters are in Boulder, Colo. This report recaps the work of Interstate Passport during the academic year 2016-17.

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Interstate Passport, when fully implemented, serves students. It is that simple. For far too long, our approach to transfer has derailed the degree aspirations of countless students. Our nation's military students have been some of the hardest-hit, which is especially shameful. The common-sense Interstate Passport is long overdue and its implementation will be one of the most significant reforms higher education has seen in decades.

*– Ann Clemmer, Senior Associate Director,
Academic Affairs, Arkansas Department of Higher Education*

Message from Our Co-Chair Peter Quigley



Having just reviewed this latest Annual Report, I couldn't help but feel a combination of pride along with a renewed sense of urgency. The more we in Hawai'i and in states across this nation realize how much is at stake in the success and completion

agenda, the larger this program looms in importance on the national landscape.

As we all continue to pore over data, deploy co-requisite models, guided pathways, and economic alignment within our states, Interstate Passport stands out as a single beacon of commitment to success at the national level. In the work many of us have been involved in over the last 10 to 20 years, the sense of commitment, the sense of responsibility, the sense of determination around our various projects comes together and is focused in the Interstate Passport. It refuses to give in to the status quo; this program dared to think outside the box. In fact, this program jettisoned the box altogether to gain what matters most: the hopes and dreams and burgeoning talents of our students.

And I say "our students" even though my main professional concern is with the students in Hawai'i. Interstate Passport makes the students of every state, the students across the nation, "our students." So, it is true that when students from Hawai'i transfer to another state, as they will, I want their landing to be smooth and their transition to be positive as they accelerate to completion. And the experience of Interstate Passport makes one desire this for every educational journey in the U.S. whether it's a student transferring from Arizona to Oregon or from New York to Pennsylvania or to Utah. Why, we at Interstate Passport have always asked, should there be obstacles and impediments to "our students" moving forward towards completion, regardless of the state in which they start and to which they move?

This year's Annual Report underlines the steady and in some cases dramatic progress this program has achieved. The momentum is clearly gaining and the inevitability of Interstate Passport becoming THE national strategy for honoring students' work as they move from state to state is becoming undeniable. Join me in applauding the tireless staff at WICHE who took a grand and ambitious idea and gave it direction and focus, as well as the parts and pieces needed to bring students a gift of hope closer to reality with every year. Join me in also honoring the 28,000 students who will be the first to carry the Passport with them as they seek completion of their degrees and the beginning of so much more.

A handwritten signature in black ink that reads "Peter S. Quigley". The signature is fluid and cursive.

Peter Quigley, PhD
Associate Vice President
University of Hawai'i System

Message from Our Co-Chair Paul Turman



From the beginning, the Interstate Passport sought to expand the dialogue around a common pathway for transfer students around the country. Although a number of states had pushed aggressively to ensure that students among in-state

institutions were afforded the opportunity to transfer their core general education curriculum, barriers continued to exist for students transferring across state borders. Some students make ill-informed choices about the appropriate postsecondary institution to meet their career aspirations. Sometimes it's about campus culture, a shift in major, or just "life circumstances" getting in the way of their desire to remain at their primary institution. However, the opportunity to re-engage has been fraught with a system of transfer equivalency reviews, driven by an assessment process in which faculty expect to find a course that mirrors their own before they will grant credit, rather than drilling down to the core learning outcomes or competencies they expect from their students. From my perspective, the continued reliance on this model for determining student proficiency serves as a significant exigency for implementing visionary change. This is what I saw in the Interstate Passport model when it was first introduced. A focus not on courses, but on student learning as a fundamental principle for the credentials earned by students. This effort also came at a time in South Dakota when we were experiencing a continuous decline in transfer students into our public university system. Fewer ready adults were returning to our institutions, students found it difficult to transfer back into the state after their departure following high school, and our own

students struggled with movement among regental institutions despite our common course-catalog structure. Something about our approach and policy structure was deterring students from attending our institutions.

In reviewing this latest Annual Report, it's impressive to see how far this innovation has come. One of the features that made it appealing at its inception was the role that faculty served in developing the common learning outcomes and proficiency criteria that drive the formation of the Passport Blocks. This faculty-led, multistate approach has created a framework for ensuring institutional engagement around the process for awarding the Passport on student transcripts, but should also serve to entice institutions and systems to join the network in the coming years. As we look toward the future, expansion is critical to meet the underlying goals of this program and ultimately serve those who are adversely impacted by the current course equivalency review processes that have been the coin of the realm for far too long.

I hope more institutions will join this important initiative to facilitate student success in the coming year.

A handwritten signature in black ink that reads "Paul Turman". The script is fluid and cursive.

Paul Turman, PhD
System Vice President for Academic Affairs
South Dakota State Board of Regents

Message from Interstate Passport Director Pat Shea



Wow, what a year!

The Interstate Passport Network concluded its first year of operations with 24 institution members in eight states and 28,000 students earning a Passport. This is a huge milestone in the building of higher education's

interstate highway for use by transfer students across the nation. And the timing is spot on as the number of students transferring across state lines continues to climb for a plethora of reasons associated with today's much more mobile population.

United in their genuine desire to help transfer students, hundreds of higher education colleagues from institutions and systems in multiple states—faculty, registrars, institutional researchers, academic advisors, campus marketers, and administrators—have worked tirelessly to pave the way across the country for seamless block transfer of lower-division general education through the Interstate Passport program. Their work has been exhilarating at times, challenging at others, and seldom easy. Yet they have succeeded in putting in place a mega articulation agreement based on learning outcomes that is the first of its kind in the United States.

What makes this accomplishment so impressive is its grassroots nature. There has been widespread recognition that there must be a better way to support transfer students and that it is an academic problem best solved by academics. The conversations I have witnessed among faculty as they developed the Passport Learning Outcomes, among registrars as they determined how to identify and track Passport earners, and among academic advisors and campus marketers on how best to inform and advise students, leave no doubt about why we should be so proud of our colleges and universities. They share one common and uncompromising goal that made this collaborative effort possible: student success.

Now, we look eagerly to the future and to additional institutions joining the Interstate Passport Network that will give students more options for transfer. As new academic progress data is collected from these members, we'll also learn so much more about our transfer students and how collectively through the Network we can better serve them.

On a recent visit to the Bill & Melinda Gates Foundation, I encountered this African proverb: "If you want to go fast, go alone. If you want to go far, go together."

Interstate Passport is a great example of just how far higher education institutions in the interest of students can go together!

Patricia A. Shea

Director, Academic Leadership Initiatives
Western Interstate Commission for Higher
Education



Interstate Passport has created a nationwide framework for college general education that is based on faculty-developed learning outcomes and proficiency criteria. Students are given the opportunity to engage in a quality educational experience that is both affordable and portable between institutions. This means that less time and money is wasted, as students no longer take redundant coursework that doesn't transfer efficiently! Fantastic option for Western Oregon University students!

*– Patricia Flatt, Associate Professor,
Chemistry, Western Oregon University*

Introduction

Six years of planning and execution came to fruition this past year with the launch of the Interstate Passport Network. Members awarded the Passport to thousands of students across the Western region who had achieved the Passport Learning Outcomes in nine lower-division knowledge and skill areas. The program, which facilitates the block transfer of lower-division general education, is based on 63 learning outcomes. Students who earn a Passport and transfer to another Network member institution will not have to repeat learning already achieved to meet lower-division general education requirements.

The Interstate Passport Network now has 24 institution members in eight states—twice the number as one year ago—and strong prospects for new members from across the country in the months ahead. The data collection and reporting services provided by the National Student Clearinghouse are now in place, with institutions submitting data and the first reports delivered to sending institutions and to the Passport Review Board, the Network’s policymaking body.

Over the past three years, Interstate Passport has operated with generous support totaling \$2.8 million from the Bill & Melinda Gates Foundation (BMGF) and Lumina Foundation. These funds have helped us to support a Passport State Facilitator (PSF) in each participating state and to assist these states and institutions in constructing their Passport Blocks, a menu of courses and learning experiences by which an institution’s students can achieve the learning outcomes and earn a Passport; implement the program; broaden marketing and dissemination efforts; and expand and strengthen outreach. Partners in the work, supported by sub-awards, include institutions and organizations in seven Western states as well as the Western Interstate Commission for Higher Education’s (WICHE) sister organizations—the three other regional compacts—and close to 70 institutions in six states within their borders. A no-cost extension to the Lumina Foundation grant plus supplemental funding from BMGF for its existing grant will support work through September 2018.

In October 2015 we began work on a four-year First in the World grant of \$2.99 million from the U.S. Department of Education, which encompasses four components. Two of the components—the automated data collection and tracking infrastructure in partnership with the National Student Clearinghouse—were nearly completed this year. Work on the two other components—scaling participation in the Interstate Passport Network and researching the impact of the Interstate Passport on transfer students—has progressed well this past year and will continue in the year ahead, as reported below.



Major Activities

New Members

In 2015-16, 12 institutions signed the Memorandum of Agreement to participate in the Interstate Passport Network. This year, 2016-17, we doubled the number of member institutions to 24, including one community college outside of the WICHE region (see full list on page 22).

Member institutions hail from eight states—Arkansas, California, Hawaii, North Dakota, Oregon, South Dakota, Utah, and Wyoming—and, as reported in last year’s annual report, institutions in eight other states, both within and outside of the WICHE region, have participated in different components of program development. Among the member institutions are eight two-year colleges and 16 four-year institutions. Two states joined the Network as systems in which all public institutions are members—eight institutions in Utah and six in South Dakota. Three institutions in North Dakota are members, and Hawaii and Oregon each have two institution members. States with single members at this time include Arkansas, California, and Wyoming with efforts underway to enroll additional institutions in these states.

Institutions join the Interstate Passport Network for a variety of reasons: to capitalize on or encourage transfer enrollments from adjoining states; to address legislative concerns or mandates to improve transfer; to focus on learning outcomes, sometimes in anticipation of accreditation reviews; and to increase completion rates among transfer students. Interstate Passport offers help to address these objectives by simplifying the transfer process which keeps students moving forward toward degree completion.

Outreach to Prospective Members

Progress on outreach continues to occur on several fronts. A major effort to expand participation in the program has been our work with institutions located in the member states of the three other regional compacts—the Midwestern Higher Education Compact, New England Board of Higher Education, and Southern Regional Education Board. This work has been facilitated by compact staff in each region. Efforts in the New England states were initially delayed, but a regional conference to be held in

January 2018 will generate and expand interest in and familiarity with the Interstate Passport among institutions in those six states.

One goal of the joint scope of work for the Bill & Melinda Gates Foundation and Lumina Foundation grants was to secure the participation of 12 institutions from six new states in the development and testing of the Interstate Passport as preparation for deciding whether to join the Interstate Passport Network. By the end of 2015 calendar year, 70 “new” institutions among six states—Arkansas, Idaho, Indiana, Kentucky, Ohio, and Virginia—began serious consideration of joining the program. Throughout the past year faculty members in these states examined their own lower-division general education curriculums and institution learning outcomes to determine congruence with the Passport Learning Outcomes and to construct their institutions’ Passport Blocks, with the following results:

- The University of Arkansas Community College at Batesville joined the Interstate Passport Network in spring 2017. Other institutions in Arkansas are expected to join in spring 2018
- In both Indiana and Ohio, Passport State Facilitators are leading efforts to coordinate work among interested institutions to build their Passport Blocks in concert with their own general education revisions, which is expected to take another year
- The community college system and some four-year institutions in Kentucky began work on aligning learning outcomes and constructing Passport Blocks, but due to staff turnover had to put the work on hold. They will continue to work on their own general education reform
- Several institutions in Virginia—both two-year and four-year—have completed their Passport Blocks, and are continuing to explore participation in the Interstate Passport Network
- Both institutions in Idaho are continuing to evaluate participation with a decision expected in spring 2018

Efforts to increase participation among our seven veteran states—California, Hawai’i, North Dakota, Oregon, South Dakota, Utah and Wyoming—continue:

- North Dakota State College of Science, whose faculty members participated in activities to develop the Passport Learning Outcomes, joined the Network this year
- In California, two community colleges participated in a project with similar work to that of the “new” states in which faculty members examined their learning outcomes and determined congruence with the Passport Learning Outcomes and constructed Passport Blocks. Representatives from both Cerritos College and College of the Canyons also met with Interstate Passport staff members to learn about the data collection and tracking system. Cerritos College joined the Network in spring 2017. College of the Canyons is continuing its efforts and is exploring possible membership further with its faculty senate. Other outreach efforts are ongoing in the state
- The Passport State Facilitators in Hawai'i, Oregon, and Wyoming have been working to enroll additional institutions in their states in the Network

Interstate Passport staff also have visited and continue communication with higher education leaders at institutions or at the system level in six western states interested in exploring participation in the Network: Alaska, Idaho, Montana, Nevada, New Mexico, and Washington.

Implementation of National Student Clearinghouse Services

The National Student Clearinghouse (NSC) completed development of the data collection and report infrastructure for tracking students who are Passport earners in January 2017, making it possible for Network members to utilize the three Passport Services currently provided by NSC:

1. **Passport Completion**, by which Network members submit data at the end of each term on students who earned a Passport
2. **PassportVerify**, by which Network members can query the Clearinghouse to determine which incoming transfer students have earned a Passport, where and when
3. **Academic Progress Tracking**, by which Network members submit performance data on three populations of students for at least two terms after transfer or award: native students who

earned a Passport, transfer students with a Passport and, for comparison, transfer students without a Passport

During spring 2017, members of the Advisory Committee for Registrars/Institutional Researchers participated in the testing phase of NSC's Passport Services. Registrars and institutional researchers from 10 institutions extracted actual data from their student information systems (SISs), or created data for the test phase, and submitted test files to NSC via secure FTP accounts. NSC provided a tutorial and file submission guides on its website for each of the data files to be submitted (see studentclearinghouse.info/interstate-passport/). NSC staff also assisted Network members in preparing for testing and troubleshooting. After a few modifications were made, the NSC services were made available in May to all Network member institutions.

Network member institutions commonly use one of four student information systems: Banner, Colleague, PeopleSoft, and Rogue. To assist Network members' registrars and institutional researchers with data extraction and submission processes, Interstate Passport's Registrar Expert worked with two institutions that use Banner—Utah State University and Salt Lake Community College—and with Laramie County Community College in Wyoming, which uses Colleague, to devise model processes or “scripts” for some of the one-time setup tasks that can be adopted or adapted for use by other institutions. These processes have now been made available to Network members on the resource page for registrars and institutional researchers, and should streamline their work by reducing the amount of time each institution would otherwise spend to initially prepare data extraction and submission files. Additional processes for these and other SISs will be developed in the coming year and will be featured in upcoming webinars.

Network member institutions were asked to submit data to NSC for the 2016-17 academic year by August 15. NSC processed the data and will deliver institution-specific reports in early 2018 to Network members whose Passport and non-Passport students transferred to another Network member institution (i.e., sending institutions). These reports are intended to illustrate how students performed after transfer. NSC will also deliver aggregate reports to the Passport Review Board that include the number of Passports

awarded and where, as well as progress reports of students sorted by different variables: race/ethnicity, gender, age, low income, military veteran, and average GPA. These data are reported and analyzed in this Annual Report.

Interstate Passport and NSC staff are currently codifying the process, roles and responsibilities of delivering services to Network members, particularly as new members join the Network. NSC bears major responsibility for the technical aspects of service delivery, while the Interstate Passport staff ensures clear and frequent communication with members and prospective members as well as with NSC.

28,000 Students Earn Passports

Sixteen institutions reported to Interstate Passport staff that upwards of 28,000 students earned Passports in AY2016-17. As noted above, Network member institutions were also asked to submit data to NSC by August 15, reporting the number of Passports earned by students for the 2016-17 academic year. To date, eight institutions have submitted data files to NSC reporting 12,597 Passport awards, with the other member institutions' reports in progress.

Evaluation/Research Project

An external evaluation of the Interstate Passport is required by the U.S. Department of Education's First in the World grant. Our evaluator is the Education and Employment Research Center (EERC), School of Management and Labor Relations, at Rutgers. This year the Utah System of Higher Education (USHE) signed a data-sharing agreement with Rutgers for all eight institutions in the state, and provided Rutgers with data for the first time in summer 2017. The evaluation team has three other data agreements in place—one in Hawaii, one for all six institutions in South Dakota, and one with Wyoming's Laramie County Community College—and discussions have begun with two institutions in North Dakota. The evaluation team has conducted interviews with campus representatives in all four states, and has begun the process of mapping implementation in those states. Data collection and analysis will continue over the next two years.

Completion of Mapping Pilot

The goal of this pilot was to provide additional external validity for the use of assignments designed

by faculty to address the Passport Learning Outcomes, and, also to assess the extent to which faculty across institutions measure students' attainment of the Passport Learning Outcomes (PLOs) consistently. The two- and four-year institutions that participated are from three Western states: Colorado (University of Northern Colorado and Aims Community College); Montana (University of Montana Missoula and Great Falls College-Montana State University); and New Mexico (New Mexico State University and Santa Fe Community College). Faculty who teach lower-division general education at these institutions were trained to select assignments and student artifacts from courses and learning opportunities that are included in their institutions' Passport blocks. Courses in the blocks address the PLOs at the agreed-upon transfer-level proficiency.

Following training last year, faculty members completed the mapping work in four of the nine Interstate Passport knowledge and skill areas. Using rubrics developed by Peter Ewell of the National Center for Higher Education Management Systems (NCHEMS), a total of 49 faculty members selected and scored their own assignments and the de-identified assignments of faculty at the other participating institutions. Then the faculty scored randomly selected de-identified student artifacts responding to these assignments. In total, 107 assignments were scored: 25 in critical thinking and natural sciences, 26 in written communication, and 31 assignments in quantitative literacy. A total of 690 artifacts were scored: 160 in written communication, 170 in quantitative literacy, 175 in natural sciences, and 180 artifacts in critical thinking.

Currently NCHEMS is analyzing all data and scores and will provide a custom report to each of the six participating institutions and a summary report to the Passport Review Board about its findings. The report will also include recommendations for evaluating whether the Network should offer this tool (with or without modifications) to current and candidate members as they construct or modify their Passport blocks. The tool, which would be made available on a voluntary basis, has the potential to add to the shared understanding by faculty at participating and candidate institutions of the good practices being utilized for assessing student competence with the PLOs.

Dissemination and Communication

Marketing Campaign

As part of our efforts to increase awareness of and generate interest in Interstate Passport, in January 2017 we contracted with Education Marketing Group (EMG), a nationally recognized leader in brand marketing for higher education institutions and organizations. EMG was asked to develop a clear and compelling Interstate Passport brand identity and market position, including identifying strategic goals, expectations, audiences, benefits/outcomes, positioning and key messaging concepts for the program.

EMG designed a new website for the program that was launched in October 2017. The new site (interstatepassport.wiche.edu), with improved navigation and graphics, is targeted at network members and potential members as well as students. The new site was launched in conjunction with our marketing campaign intended to reach two- and four-year institutions nationwide. EMG sent a press release to selected higher education organizations and regional and national periodicals and publications. The campaign included some limited advertising as well. EMG's work for Interstate Passport is supported by funds from the Bill & Melinda Gates Foundation and Lumina Foundation grants, and its work is also intended to expand the impact of the FITW-supported components of the Interstate Passport program.

In addition, the U.S. Patent and Trademark Office issued a Certificate of Registration for the Interstate Passport "mark" or program name, tagline, and design colors that includes the words, "Interstate Passport Study Transfer Succeed." All of the program's documents and web pages now include the logo with the trademark symbol—®—which not only protects our program and products but also affirms Interstate Passport as a unique vehicle through which institutions can improve student transfer and success. A second service mark for our version of the logo associated with being a member of the Interstate Passport Network has been issued and will be used on the member institutions' websites to ensure that students know which institutions are official participants in the Interstate Passport Network.

Marketing Materials for Academic Advisors

Campus academic advisors are a primary point of contact with students and thus need as much information as possible about the Passport award. The Interstate Passport Advisory Committee for Academic Advisors and Marketing Representatives consists of one academic advisor and one marketing representative from each state with Network members. The committee met by conference call throughout the past year to discuss ideas about the kinds of materials and information needed to help ensure that institutional processes are put in place to support students as they transfer with the Passport. As a result, staff provided member institutions with sample language about the program to post on campus websites and in course catalogs. In addition, with staff assistance, the committee drafted a handout for all advisors and marketing representatives with "Key Facts" on the Interstate Passport program and how it works to better advise students and for presenting information on campus and beyond. A faculty member from one of the four-year institutions—and a former marketing director—created model posters, flyers, brochures, and marketing plans and budgets for use by all Network members. The posters and brochures can be easily tailored to each campus to include logos and contact information.

Interstate Passport Briefing

Starting in January 2016, we have produced a monthly newsletter, *Interstate Passport Briefing*, which reports program activities and events, and, also highlights pertinent reports and studies on student transfer. The newsletter is distributed to over 500 individuals at member institutions including faculty, registrars, institutional researchers, advisors, and campus marketing representatives. It also goes to prospective Network members, associations, regional accreditors, members of the Western Alliance of Community College Academic Leaders and the Western Academic Leadership Forum, and WICHE Commissioners. The newsletter and all project materials, along with slides from our presentations and archived recordings of our webinars, are available on our website at interstatepassport.wiche.edu/newsletters.



Time and again we hear about students whose academic progress is slowed or halted because of transfer barriers and their associated costs. Interstate Passport will help transfer students, especially first-generation students, low-income students, and members of the military and their dependents, who are in need of seamless transfer solutions.

*– Joe Garcia, President
Western Interstate Commission for Higher Education*

Webinars

A major activity designed to help scale the Interstate Passport is the series of webinars targeted at key stakeholders and prospective members. Originally planned for the second year of the FITW project, we started the webinar series earlier (June 2016) to better meet the needs of interested institutions. Seven webinars were presented in 2016, and 13 were presented in 2017. Each webinar is archived for viewing on YouTube (see, interstatepassport.wiche.edu/webinars).

Among this year's webinars, eight covered the development of the Passport Learning Outcomes and proficiency criteria in the nine content and skill areas. The chairs of the faculty teams that led the development efforts were the presenters of the webinars. Other topics presented during 2017 included *Interstate Passport Implementation for Registrars and Institutional Researchers*; *Higher Education's Interstate Highway: On-Ramping with Interstate Passport*; *Constructing Your Institution's Passport Block: Perspectives from Four-Year and Two-Year Institutions*; and three webinars specifically for the Passport Mapping Pilot's participants.

Webinars planned for next year include one on constructing Passport Blocks at the system level, as was done in South Dakota. Also planned are webinars for faculty on Interstate Passport's quality assurance measures, for registrars and institutional researchers on data collection in the student information systems used by Network member institutions (Banner, Colleague, Rogue, and PeopleSoft), and for academic advisors and campus marketing staff best practices in advising and marketing efforts at Network institutions.

Presentations and Meetings

Interstate Passport staff, project consultants, Passport State Facilitators, and faculty members attended and presented at numerous state, regional, and national meetings this year to introduce or orient attendees to Interstate Passport or to provide more in-depth information and assistance to members in the implementation stage. See page 25 for a list of these activities.

Student Tracking Data Analysis: Summary of Results

Total Passports Awarded

Although Network institutions reported to WICHE staff that 28,000 students earned a Passport in the 2016-17 Academic Year, not all had submitted their data to the National Student Clearinghouse by the August 15, 2017 deadline for this report.

During this first year of Interstate Passport operations, there was a general understanding that institutions were in the final phases of piloting NSC reporting, and that not all institutions would be ready to provide data for the AY2016-17 reporting cycle. Many institutions were still working to program output from their student information systems, and others were still working through the tasks of awards recording, data preparation, and file submission in summer 2017. Other institutions were just joining the network in 2017, and had not even had the opportunity to award any Passports, much less report them.

Thus, out of the 24 current members of the Interstate Passport Network, nine institutions submitted the Passport Completion data file, as a part of the NSC-supported *PassportVerify* service, within the formal reporting period for inclusion in commentary to the Passport Review Board. Lest this report stand accused of burying the lead, it's important to note that detailed reporting for PRB purposes, including academic tracking, can only be done for Passports and outcomes that are formally reported to NSC. Therefore, the information outlined below must be considered only part of the story of Passport results for this inaugural year. The full details of reported results are included, but offer an incomplete picture—one that will be considerably clearer after the 2017-18 reporting cycle.

The total number of Passports awarded in Academic Year 2016-17 (as reported through NSC's *PassportVerify*) is 12,597 as presented in Figure 1.

NSC reporting shows the number of Passport awards conferred by four-year institutions exceeded the number conferred by two-year schools. Utah State University awarded 6,269 Passports, nearly half of the total awarded by the four-year sector. The largest number of Passports awarded by two-year institutions in this inaugural year were conferred by Salt Lake Community College, with a total of 612.

Figure 1: Total Number of Passports Awarded by State and by Institution, AY 2016-17

Passports Awarded as Reported to NSC PassportVerify			Academic Year 2016-17			Total Passports Awarded
State	2 yr./4 yr.	Institution	Jun. 1-Aug. 31 Passports Awarded	Sep. 1-Dec. 31 Passports Awarded	Jan. 1-May 31 Passports Awarded	
North Dakota						
	2 yr.	Lake Region State College	0	0	6	6
	4 yr.	University of North Dakota	0	0	14	14
		Subtotal ND institutions	0	0	20	20
Utah						
	2 yr.	Salt Lake Community College	0	108	504	612
	4 yr.	Dixie State University	0	0	290	290
	4 yr.	Southern Utah University	0	480	444	924
	4 yr.	University of Utah	0	0	4461	4461
	4 yr.	Utah State University	0	5110	1159	6269
		Subtotal UT institutions	0	5698	6858	12556
Wyoming						
	2 yr.	Laramie County Community College	0	0	21	21
		Subtotal WY institutions	0	0	21	21
		Grand total all institutions	0	5698	6899	12597
		Subtotal 2 yr. institutions	0	108	531	639
		Subtotal 4 yr. institutions	0	5590	6368	11958

Passport Transfer Students

In the formal reporting period for Academic Progress Tracking through the National Student Clearinghouse, a total of four institutions submitted reports by the August 15, 2017 deadline for inclusion in this summary. Since students are just beginning to transfer with a Passport, we have academic progress for only 20 students in the formal reports (below). Although small, this number allowed us to thoroughly test the process, as we ready for much larger numbers in future years.

Tracking is provided for (at least) two terms after transfer, with two comparison groups available: 1) students who made the same transfer (from one Network institution to another Network institution), but transferred without a Passport; and 2) students who earned a Passport, but did not transfer. Academic progress details are available across multiple dimensions, with detailed information available on progress by:

- Race/Ethnicity
- Gender (Male/Female)
- Age
- Low Income (Pell Eligible as the proxy for low income)
- Military Veteran
- GPA Earned Before Transfer

- Credits Earned Before Transfer
- First-Generation Student
- Degree Level (Associate’s vs. Bachelor’s)

Given the small number of student records available, only a subset of these dimensions has been summarized in the tables below. Race, age, military veteran, GPA, credits earned before transfer, and first-generation student all had results with cell sizes (samples) of fewer than three students. They have been excluded from the presentation to avoid the potential disclosure or discernment of individual student information. Results for gender, low income and degree level are provided in the tables below.

Academic Progress

A total of 11 male and nine female students transferred with a Passport and were reported to NSC. (See Figure 2.) The table shows that the grade point average of these students in the two terms after transfer is equal to or higher than their comparisons (those students who transferred without a Passport, and those students who earned a Passport and remained at the same institution). Those students who transferred with a Passport also appear to take a higher number of credits, on average after transfer, by comparison with those same two groups. The proportion of students graduating (10 percent of

males, and 20 percent of females) within two terms after transfer with a Passport is considerably higher than the proportion of students graduating within two terms for students without a Passport—as we would expect.

In summary, there may be some positive signs in both the grades and the average-credits-taken data. Given the small sample size (20) of transfer students with Passports, it would be a mistake to draw any conclusions at this point, but this analysis (by gender) does not suggest any problems in terms of performance by Passport students after transfer. If anything, these results suggest the opposite.

A total of 14 low-income (Pell-eligible) students transferred with a Passport and six students who transferred with a Passport but were not reported as Pell-eligible. (See Figure 3.) In the second term of reporting, these numbers were 13 and seven. The table above shows the grade point average of these students in the two terms after transfer is higher than the average for students in the comparisons (those students who transferred without a Passport, and those students who earned a Passport and remained at the same institution). Those students who transferred with a Passport also appear to take a consistently higher number of credits after transfer, on average, by comparison with those same two

Figure 2: Academic Progress of Transfer and Native Students by Gender, AY 2016-17

NSC Passport Academic Tracking Report: Gender for September 1-December 31, 2016, Cohort																					
Gender	Sep. 1-Dec. 31 2016										Jan. 1-May 31 2017										Grad Count
	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	
Transferred With a Passport																					
Male	11	79	21	30	0	0	0	0	3.27	11.82	10	74	24	20	6	3	0	0	3.10	12.70	1
Female	9	111	17	2	0	0	0	0	4.00	14.44	10	103	24	11	0	0	0	0	3.80	13.80	2
U	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0
Transferred Without a Passport																					
Male	188	1154	640	348	93	90	0	0	3.05	12.37	527	2341	1363	515	175	556	1	187	2.90	9.75	10
Female	183	1399	538	184	32	68	0	1	3.34	12.14	582	2971	1186	432	163	426	1	140	3.09	9.14	22
U	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0
Earned a Passport and Remained at Institution																					
Male	0	0	0	0	0	0	0	0		0.00	1749	10539	6647	2457	552	691	0	195	3.10	12.05	12
Female	0	0	0	0	0	0	0	0		0.00	1645	12360	4754	1622	346	434	0	174	3.34	11.97	12
U	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0

Figure 3: Academic Progress of Low-Income (Pell-Eligible) Students, AY 2016-17

NSC Passport Academic Tracking Report: Low Income (Pell Eligible) for September 1-December 31, 2016, Cohort																					
Low Income (Pell Elig.)	Sep. 1-Dec. 31 2016										Jan. 1-May 31 2017										Grad Count
	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	
Transferred With a Passport																					
Yes	14	131	30	18	0	0	0	0	3.57	12.79	13	111	33	16	6	3	0	0	3.38	13.00	2
No	6	59	8	14	0	0	0	0	3.67	13.50	7	66	15	15	0	0	0	0	3.57	13.71	1
D	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0
Transferred Without a Passport																					
Yes	180	1226	540	280	72	70	0	0	3.18	12.16	356	1908	956	427	130	380	0	100	2.92	10.96	12
No	191	1327	638	252	53	88	0	1	3.21	12.35	738	3288	1535	500	207	599	2	227	3.02	8.62	20
D	0	0	0	0	0	0	0	0		0.00	15	116	58	20	1	3	0	0	3.47	13.20	0
Earned a Passport and Remained at Institution																					
Yes	0	0	0	0	0	0	0	0		0.00	23	107	48	29	0	22	0	7	2.96	9.26	7
No	0	0	0	0	0	0	0	0		0.00	40	181	80	13	8	22	0	26	3.13	8.25	17
D	0	0	0	0	0	0	0	0		0.00	3331	22611	11273	4037	890	1081	0	336	3.22	12.08	0

groups. Again, the proportion of students graduating within two terms after transfer, after transferring with a Passport, is considerably higher than the proportion of students graduating within two terms for students without a Passport. Based on the reporting to NSC, low-income students that transfer with a Passport are graduating at least at as high a rate as non-Pell-eligible students.

In summary, there may be some positive signs in both the grades and the average-credits-taken data. The data, in fact, looks even more positive here than in the cross-tabs by gender. And again, given the small sample size (20) of transfer students with Passports, one should not draw any conclusions at this point. The data analysis team is looking forward to having more robust data in the coming years!

The data show a total of three students pursuing associate degrees, and 17 students pursuing bachelor's degrees who transferred with Passports in AY 2016-17. (See Figure 4.) Grade point average and credits taken are higher for the bachelor-seeking students transferring with a Passport. All three of the associate-seeking students who transferred with a Passport appear to have graduated successfully, which is a higher proportion than those students in the comparison group who transferred without a Passport (20 out of 30 graduating successfully within two terms). The success rate of students transferring with a Passport is equal to the success rate of their peers who remained at the institution after earning a Passport. All students seeking associate's degrees who

earned a Passport and remained also earned their degrees within two terms.

The data further reinforces the story told through the earlier cross-tabs: overall positive outcomes for students transferring with a Passport, with results that at least equal, and mostly appear to exceed, the results for students who transfer without a Passport or earn a Passport and don't transfer. We will need more data reported before we can draw any conclusions about academic progress for Passport transfer students, but these early results are positive and show no warning signs.

Reports to Sending Institutions

All participating institutions received reports on the academic progress of their transfer students after transfer to another Network member institution. Data is supplied by NSC to these institutions, annually, for both native and transfer students, aggregating student-level results by institution, and by "earned Passport" (Y/N). The reports supplied to individual institutions (sending institutions) contain information on student academic progress with the same level of detail outlined in the bulleted dimensions above. The National Student Clearinghouse maintains the confidentiality of each institution's data, and the data reporting relationship is maintained between NSC and each participating institution. At this point, it appears that nearly all the reporting kinks have been worked out in this inaugural year, and full reporting by nearly all participating institutions is expected for the 2017-18 academic year.

Figure 4: Academic Progress by Degree Levels, AY 2016-17

NSC Passport Academic Tracking Report: Degree Level for September 1-December 31, 2016, Cohort																						
Degree Level	Sep. 1-Dec. 31 2016										Jan. 1-May 31 2017										Grad Count	
	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits		
Transferred With a Passport																						
	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0		0.00	0.00	0	
Assoc.	3	31	8	0	0	0	0	0	4.00	13.00	3	21	14	3	0	3	0	0	3.33	13.67	3	
Bach.	17	159	30	32	0	0	0	0	3.53	13.00	17	156	34	28	6	0	0	0	3.47	13.18	0	
Transferred Without a Passport																						
	2	18	0	0	0	0	0	0	4.00	9.00	2	25	0	0	0	0	0	0	4.00	12.50	2	
Assoc.	27	253	89	36	1	2	0	1	3.59	14.15	30	284	110	23	2	0	0	0	3.67	13.97	30	
Bach.	342	2282	1089	496	124	156	0	0	3.16	12.13	1077	5003	2439	924	336	982	2	327	2.98	9.30	0	
Earned a Passport and Remained at Institution																						
	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0.00	0
Assoc.	0	0	0	0	0	0	0	0		0.00	24	127	57	28	5	7	0	7	3.38	9.63	24	
Bach.	0	0	0	0	0	0	0	0		0.00	3370	22772	11344	4051	893	1118	0	362	3.22	12.03	0	

Feasibility and Efficacy of the Passport Tracking System

Collaboration with NSC on the tracking system for collecting Passports awarded and tracking academic progress of Passport students post-transfer is working as designed. The current system has already demonstrated that it is scalable, with automated delivery of reports to all participating institutions, and full reporting of PRB-suitable reports to WICHE. The PRB reports have been excerpted above in the tables for tracking by gender, low income, and degree level. Once additional institutions begin to report data, the sample sizes will be large enough to report the full set of dimensions to the Board. At that point, further data analysis and interpretation can take place.



The Interstate Passport program's streamlined transfer process will allow our students to complete their education faster with less debt, and lower foregone earnings from unduplicated learning.

It will increase successful transfer and completion for our students.

*– Jose Fierro, President/Superintendent
Cerritos College, California*



Passport Review Board

The Passport Review Board is comprised of the Passport State Facilitators (PSF) from the participating states and at-large members who are experts in academic quality, faculty roles and interactions, research and analysis, state policy and transfer, student affairs, or other aspects of the higher education enterprise relevant to transfer (see interstatepassport.wiche.edu/review). To be a voting PSF member, at least one institution in the respective state must be a member of the Interstate Passport Network. (See PRB member list on page 22.)

The Passport Review Board (PRB) met February 22-23, 2017 in Boulder, CO, to review and approve the Annual Report for AY 2015-16, to receive updates on the research project from the third-party evaluator, the Mapping Pilot Project, NSC Passport Services implementation, and to hear member and prospective member updates. In addition, the PRB discussed the plan for regular review by faculty of Passport Learning Outcomes (PLO), with the nine interstate lower-division knowledge and skill area faculty teams set to reconvene every three years on a staggered schedule. The first three teams will convene in 2019. See team rosters under interstatepassport.wiche.edu/outcomes.

The bylaws also provide for the members of the PRB to set an interim review upon request. Several faculty members from some of the new states asked for a meeting of the Natural Sciences team this year to review the PLO that required students to have knowledge in both physical and life sciences (i.e., breadth of experience vs. depth). The Natural Sciences Interstate Faculty Team and several faculty representatives from the new states convened at the end of February. Following lengthy discussion at that meeting and in follow-up conference calls about what was in the best interests of students' general education as well as the impact of a change to the learning outcome, the team elected to maintain the requirement for the breadth approach with a slight change in the language for clarity. The Passport Review Board approved this recommendation.

In support of efforts to prepare institutions to enroll in the Network, Interstate Passport received no-cost extensions from both the Bill & Melinda Gates Foundation and Lumina Foundation. Both funders awarded no-cost extensions through June

30, 2017. Lumina Foundation later extended its no-cost extension through September 30, 2018. In addition, we received a supplemental grant from BMGF for \$750,000 through September 30, 2018. The purpose of these grant funds is to implement and scale the work of the Interstate Passport program during its transition from development through the implementation phase of the early adopter institutions/states. (Funding provides partial support for staff salaries and benefits, consultant fees/technical advisors and travel for staff and consultants, and covers the associated WICHE overhead and indirect on these items.) These extensions and the additional funds from the Bill & Melinda Gates Foundation have allowed more time for the institutions to continue their preparation efforts for Interstate Passport implementation, i.e., determining congruence of learning outcomes, constructing Passport Blocks, setting up student information systems processes for data extraction and file submission to the National Student Clearinghouse, and securing final approval for membership from relevant institution stakeholders. Institutions in the six new states mentioned above, especially, are benefitting from the extra time to explore the Interstate Passport and its benefits to students and institutions.

The additional funding also has enabled us to directly assist campuses in getting the Interstate Passport program underway with visits by our consultants and technical advisors; work with academic advisors and campus marketing specialists to develop guidelines and promotional materials for advising staff, parents, and students; grow interest in and recruit institutions to participate in the Interstate Passport Network by making presentations at state and national meetings; and begin to build communities of practice among our different constituent groups.



Looking Ahead

Our outreach efforts will continue to be a priority in the coming months. As we sign more institutions onto the Network, the value of the Interstate Passport will increase for institutions and students. As more institutions accept transfer students who have earned a Passport, student retention and completion rates are expected to rise as students are able to move forward more seamlessly on their academic pathways. As a result, more institutions are expected to recognize the value of the Interstate Passport program as an effective tool that simplifies transfer and that maintains focus on student needs.

And the need for this tool is urgent for students and for their communities nationwide to commit to the promise of completion for students. The status quo is not acceptable. Students transfer in multiple directions for a variety of reasons. The latest data on public institutions from the National Student Clearinghouse show that over 18 percent of two-year transfer students, and 24 percent of four-year transfer students, transfer out of state. The learning they achieve before transfer should be recognized and should count toward their certificates or degrees.

In the year ahead Interstate Passport staff, consultants, faculty and PSFs will continue to meet with prospective members and make presentations throughout the country, and our newly designed website and marketing campaign will complement these efforts as well as expand our dissemination work. The membership dues promotion we began last year is still in place: the first 100 institutions to join the Network may do so for free for a five-year term. After that, dues are tiered based on student enrollment: \$2,500 per year with up to 2,499 students; \$5,000 per year for 2,500-9,999 students; and \$7,500 per year for more than 10,000 students.

Next year we will continue to work with our current members to ensure that all Network institutions have fully implemented the program and that campus representatives receive the materials, assistance, and guidance they need. Smaller institutions, especially, benefit from assistance to put in place the processes for awarding and reporting on Passport earners. Also, our members are in different places in the implementation process and so sharing models and

practices from our early adopters can save new members time.

In the coming year our program evaluator will accumulate solid data on member institutions and make comparisons with non-member institutions. In addition, the evaluator will be able to begin to measure the impact of the Interstate Passport program and its outcomes for students and institutions. Similarly, the National Student Clearinghouse will accumulate more data next year that will include the academic performance of Passport earners compared to non-Passport earners. Both data sources will provide rich information on how the program is performing, and where we might focus efforts for improvement or clarification.

Next year we also hope to identify and interview some of the first students who transferred with a Passport to get a better idea of the degree to which the Interstate Passport program was helpful to them, as well as learn about their transfer experiences generally. We would like to interview non-Passport transfer students as well for comparison purposes. The impetus for our program was to streamline the transfer process to ensure that students do not have to spend time and money to repeat learning already achieved. We look forward to talking with students about their transfer experiences to find out how well our program works, and what modifications, if any, might be necessary.



I am excited about Interstate Passport because I believe it will reduce the number of credits transfer students need to retake, which will increase their likelihood for degree completion. This program is close to my heart because it's dedicated to student success!

– Jody Owen, Director, First Year Advising Center and Coordinator for University Academic Advising, South Dakota State University



Financial Statement

Project Year: October 1, 2016 – September 30, 2017

During the project year (October 1, 2016-September 30, 2017), our generous funders—the Bill & Melinda Gates Foundation, Lumina Foundation, and the U.S. Department of Education—provided grant funding in the amount of \$2,447,832 to support our work. (See Figure 5.) Note that \$9,288 of this total represents state and region sub-award Lumina Foundation funds returned to the project’s central account at WICHE by the recipients.

WICHE’s customary charge for its administrative services (rent, IT, telephone, and indirect) during this project year would be \$249,842. Since some of the charges are not allowed by funders or exceeded allowable limits, WICHE charged \$56,071 with the balance of \$193,771¹ contributed in kind.

During this period, cash expenditures of \$1,505,151 were allocated as follows (See Figure 6.): 75 percent for consulting, 19 percent for WICHE salaries and benefits, 4 percent for WICHE services (rent, IT, phone, and indirect), 2 percent for travel and .45 percent for miscellaneous.

NOTE: Revenue for this year includes substantial carryover funds from the 2015-16 project year (BMGF: \$291,486; FITW: \$898,025; Lumina Foundation: \$162,866), due to four factors: 1) a no-cost extension of the Lumina Foundation grant; 2) the necessity to adjust the project timeline, allowing institutions and the National Student Clearinghouse more time to complete their work, thus incurring fewer expenditures in this period; 3) an advance payment received from BMGF for the supplemental grant; and 4) reduced spending on FITW-funded activities on the recommendation of the FITW program officer to spend funding cautiously in the first years of the grant, in case a fifth year should be needed with a no-cost extension to complete the Department of Education’s required research study. Carryover from this project year into the 2017-18 project year totals \$949,928 (BMGF: \$451,086; FITW: \$403,421; Lumina Foundation: \$95,421). These funds will be used to continue work on the adjusted timeline in the coming project years.

Figure 5. Interstate Passport Revenue, Project Year 2017 (October 2016 through September 2017)

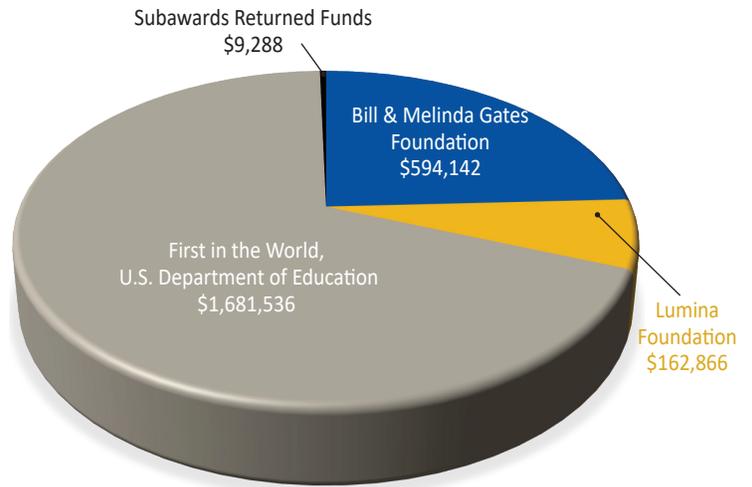
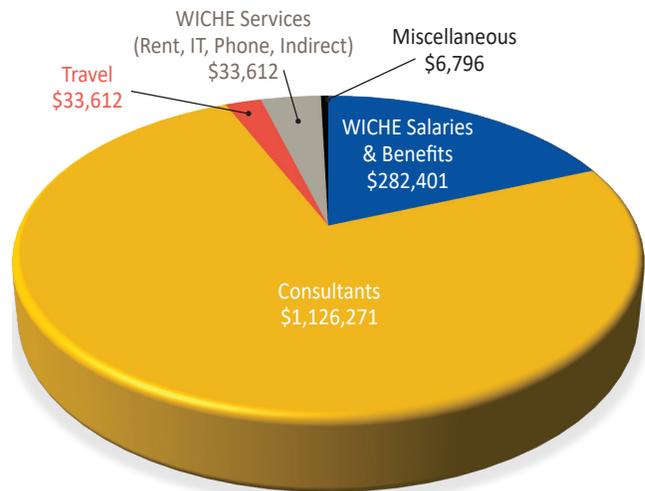


Figure 6. Interstate Passport Expenditures, Project Year 2017 (October 2016 through September 2017)



¹ Value of WICHE services not allowed by funders or that exceed the funders’ allowable limits: Lumina Foundation: cost of WICHE’s 15 percent indirect on all expenses (\$10,117); Bill & Melinda Gates Foundation: cost of conference calls, rent, phone, IT and WICHE’s 15 percent indirect on these items (\$12,785); U.S. Department of Education: cost of the difference in WICHE’s 15 percent indirect charge on all expenses and the Department’s cap at 8 percent on all expenses except for the contractual (consulting) category which is further limited to 8 percent on each vendor’s first \$25,000 charge (\$170,869).

**Overview of Grant Funding & Expenditures:
October 1, 2011 – September 30, 2019**

The next two figures show overall revenue (actual) and expenditures (actual plus forecast) in support of the Interstate Passport from October 2011 through September 2019—the period for which we had and will have grant funding. In figure 3, Carnegie Corporation of New York, which provided the initial funding for the proof of concept, is added to our list of funders. The overall grant support for Interstate Passport to date is \$7,147,164.

Additional earned interest in the amount of \$9,244 also will be rolled into the budget. WICHE’s customary charge for its administrative services (rent, IT, telephone, and indirect) for these grants would be \$1,157,075. Since some of the charges are not allowed by funders or exceed allowable limits, WICHE charged \$568,095 with the balance of \$608,409² contributed in kind.

Overall, cash expenditures are allocated among the following categories (See Figure 8): 42 percent for consulting, 22 percent for WICHE staff salaries and benefits, 21 percent for sub-awards, 8 percent for WICHE services, 5 percent for travel, and 2 percent for miscellaneous.



When even one student is saved from falling through the cracks (dropping out in frustration), the value of the Passport is clear to me. Perhaps more importantly, the Passport puts – front and center – a focus on faculty-validated assessment of student learning outcomes. It credits student acquisition of core general education competencies as students move between institutions. That’s exactly where the focus should be.

*– Michael Torrens, Director
Analysis, Assessment, and Accreditation,
Utah State University*

Figure 7. Interstate Passport Total Revenue (October 2011 through September 2019)

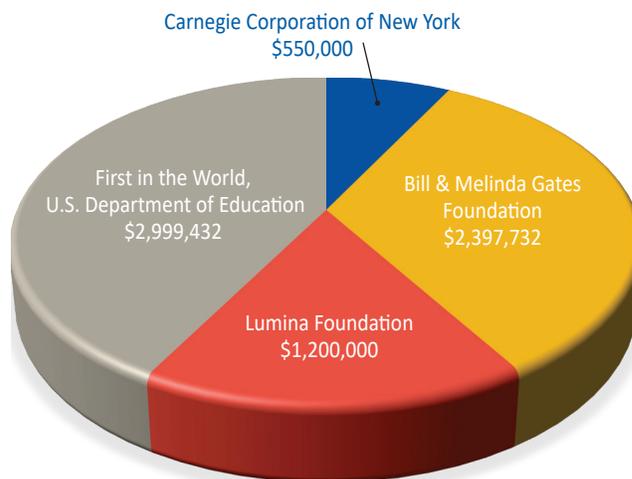
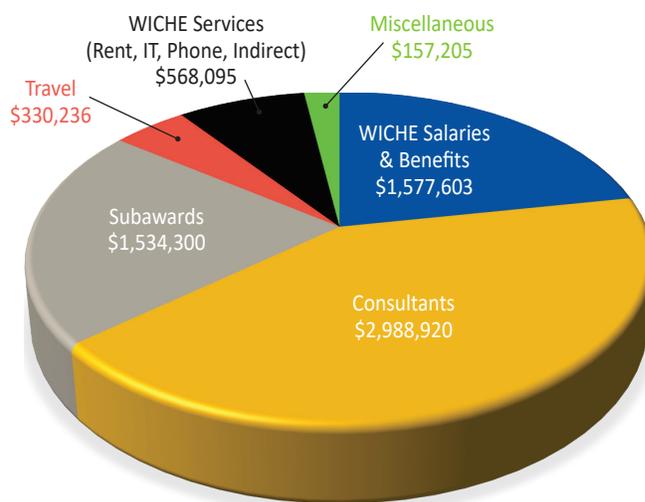


Figure 8. Interstate Passport Total Expenditures (October 2011 through September 2017)



² Value of WICHE services not allowed by funders or that exceed the funders’ allowable limits: Carnegie Corporation of New York: cost of WICHE’s 15 percent indirect on consultant expenditures, rent, phone, and IT (\$66,662); Lumina Foundation: cost of WICHE’s 15 percent indirect on all expenses (\$180,298); Bill & Melinda Gates Foundation: cost of conference calls, rent, phone, IT and WICHE’s 15 percent indirect on these items (\$91,981); U.S. Department of Education: cost of the difference in WICHE’s 15 percent indirect charge on all expenses and the Department’s cap at 8 percent on all expenses except for the contractual (consulting) category which is further limited to 8 percent on each vendor’s first \$25,000 charge (\$269,468).

Interstate Passport Network

As of September 2017, Interstate Passport Network members include:

Arkansas

- University of Arkansas Community College at Batesville

California

- Cerritos College

Hawai'i

- Leeward Community College
- University of Hawai'i West Oahu

North Dakota

- Lake Region State College
- North Dakota State College of Science
- University of North Dakota

Oregon

- Blue Mountain Community College
- Western Oregon University

South Dakota

- Black Hills State University
- Dakota State University
- Northern State University
- South Dakota School of Mines & Technology
- South Dakota State University
- University of South Dakota

Utah

- Dixie State University
- Salt Lake Community College
- Snow College
- Southern Utah University
- The University of Utah
- Utah State University
- Utah Valley University
- Weber State University

Wyoming

- Laramie County Community College

Passport Review Board

Passport State Facilitator Members



Arkansas: **Ann Clemmer**, Senior Associate Director, Academic Affairs, Department of Higher Education



Colorado: **Ian Macgillivray**, Director of Academic Affairs, Colorado Department of Higher Education*



California: **Thomas Krabacher**, Professor of Geography, California State University Sacramento



Hawai'i: **Richard Dubanoski**, Dean Emeritus, College of Social Sciences, University of Hawai'i at Manoa



Indiana: **Ken Sauer**, Senior Associate Commissioner and Chief Academic Officer, Indiana Commission for Higher Education*



Kentucky: **Melissa Bell**, Associate Vice President, Kentucky Council on Postsecondary Education*



Montana: **Janelle Booth**, Research Director, Montana University System*



New Mexico: **Ryan Goss**, Associate Professor, Department of Agronomy and Horticulture, New Mexico State University*



North Dakota: **Thomas B. Steen**, Professor Emeritus and Former Director, Office of Essential Studies; University of North Dakota



Ohio: **Paula Compton**, Associate Vice Chancellor, Executive Director, Ohio Articulation and Transfer Network, Ohio Department of Education*



Oregon: **Sean Pollack**, Policy Specialist, Academic and Student Affairs, Oregon Higher Education Coordinating Commission

*Non-voting member



South Dakota: Paul Turman, System Vice President for Academic Affairs, South Dakota Board of Regents; Co-Chair, PRB



Utah: Phyllis "Teddi" Safman, Assistant Commissioner for Academic Affairs (Ret.), Utah State Board of Regents



Virginia: Paul Smith, Associate for Student Mobility Policy and Research, State Council of Higher Education for Virginia*



Wyoming: Kari Brown-Herbst, Director, Center for Teaching & Learning, Laramie County Community College

*Non-voting member

At-Large Members



State Policy/Transfer Advisor: Michel Hillman, Consultant on Higher Education Policy and Practice



Faculty Expert: Susan Neel, Associate Professor of History, Utah State University



Western Alliance of Community College Academic Leaders Representative: Peter Quigley, Associate Vice President, Academic Affairs, University of Hawaii; Co-Chair PRB

Institutional Liaisons

Hawai'i

- Leeward Community College: James Goodman, Dean, Arts and Sciences
- University of Hawai'i-West Oahu: Ken Inouye, Chief of Staff, Office of the Chancellor

Oregon

- Blue Mountain Community College: Jackie Ray, Director, Library and Media Services
- Western Oregon University: Stephen H. Sheck, Dean of Liberal Arts and Sciences

South Dakota

- Black Hills State University: April Meeker, Registrar
- Dakota State University: Kathy Callies, Registrar
- Northern State University: Peggy Halstrom, Registrar

- South Dakota School of Mining & Technology: Kate Alley, Associate Provost
- South Dakota State University: Mary Kay Helling, Associate Vice Provost for Academic Affairs
- University of South Dakota: Dominique Lyon, Associate Registrar

Utah

- Dixie State University: Nancy Ross, Assistant Professor of Interdisciplinary Arts & Sciences
- Salt Lake Community College: Maura Hahnenberger, Assistant Professor, Geoscience
- Snow College: Melanie Jenkins, Director, General Education
- Southern Utah University: John Taylor, Associate Professor of Biology/Provost Faculty Fellow
- University of Utah: John Nilsson, Assistant Dean, Academic Advising Center
- Utah State University: Lee Rickords, Faculty, Agricultural Sciences
- Utah Valley University: Eugene Seeley, Associate Professor, Business Management
- Weber State University: Eric Amsel, Professor of Psychology

Wyoming

- Laramie County Community College: Kari Brown-Herbst, Director, Center for Teaching & Learning, Laramie County Community College

Advisory Committees

Registrars/Institutional Researchers

Chair: Roland Squire, Registrar Expert; Former Registrar, Utah State University

Hawai'i

- Grant Helgeson, Registrar, Leeward Community College
- John Stanley, Associate Director, VCAA/Assessment and Institutional Research, University of Hawai'i-West Oahu

North Dakota

- Daniel Johnson, Registrar, Lake Region State College
- Christina Fargo, Assistant Registrar, University of North Dakota

Oregon

- Amy Clark, Registrar, Western Oregon University
- Tim Wilson, Director of Institutional Effectiveness, Blue Mountain Community College

South Dakota

- Kathy Callies, Registrar, Dakota State University
- Jana Hanson, Director of Institutional Assessment, South Dakota State University

Utah

- **Michael Torrens**, Director, Analysis, Assessment and Accreditation, Utah State University
- **Ologa Iopu**, Associate Registrar, Salt Lake Community College

Wyoming

- **Stacy Maestas**, Registrar, Laramie County Community College
- **Ann Murray**, Director of Institutional Research, Laramie County Community College

Academic Advisors/Marketing Staff

Chair: Judy Hay, Vice President of Student Services, Laramie County Community College, WY

Hawai'i

- **Blake Hunrick**, Counselor, Leeward Community College

Oregon

- **Casey White-Zollman**, Vice President Public Relations, Blue Mountain Community College
- **Kristin Mauro**, Transfer Specialist, Academic Advisor and Learning Center, Western Oregon University

South Dakota

- **Jody Owen**, Academic Advisor Coordinator/Director, First Year Advising Center, South Dakota State University
- **Mike Lockrem**, Director, University Marketing and Communications, South Dakota State University

Utah

- **Sidney McGuire Brown**, Academic & Career Advisor 3, Salt Lake Community College

Wyoming

- **Josh Thein**, Creative Marketing Strategist, Public Relations, Laramie County Community College



The process of developing the learning outcomes in each knowledge and skill area—something that was done by faculty from institutions in multiple Western states—is truly an integral part of the Interstate Passport itself. We were very concerned with ensuring academic rigor throughout, and put a significant amount of energy and enthusiasm into the work.

– *Laura Vidler, Professor of Spanish and Chair, Modern Languages and Linguistics, University of South Dakota*

Mapping Pilot Specialists

Colorado

- **Kim Black**, Director of Assessment, University of Northern Colorado
- **Sarah Goodrum**, Department Chair, University of Northern Colorado
- **Ross Perkins**, Chair, Academic Assessment, Aims Community College

Montana

- **Kim Reiser**, Assistant Director, University of Montana
- **Leanne Frost**, Director of General Education, Business, Technology & Transfer Division, Great Falls College Montana State University

New Mexico

- **David Smith**, Director of Assessment, New Mexico State University
- **Colleen Lynch**, Assistant Professor, Mathematics, Santa Fe Community College

Interstate Passport Staff and Consultant



Patricia Shea, Director, Academic Leadership Initiatives & Principal Investigator for Interstate Passport, WICHE



Kay Hulstrom, Administrative Manager, WICHE



Jane Sherman, Passport State Coordinator, Consultant



Kate Springsteen, Member Services Coordinator, Interstate Passport, WICHE



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Dissemination Activities

2016

Nov. 10: WICHE Commission Meeting, Boulder; Pat Shea, WICHE

Nov. 17-19: Community College League of California Annual Convention, Riverside; Kate Springsteen, WICHE

Nov. 18: Kentucky State Meeting on Constructing Passport Blocks; Jane Sherman, WICHE consultant, Paul Disney, Western Oregon University, and Jonathan Carrier, Laramie County Community College (WY)

Nov. 28: Lumina Foundation, Comprehensive Student Records Convening, Indianapolis; Roland Squire, WICHE consultant and Cathy Walker, WICHE

Nov. 30: Aspen/Community College Research Center/ Public Agenda meeting on Essential Practices for College, Washington, DC; Jane Sherman

2017

Feb. 15-17: National Institute for the Study of Transfer Students (NISTS), Atlanta; Cheryl Blanco, Southern Regional Education Board; Ken Sauer, Indiana Commission for Higher Education; Stephen Schoonmaker, Arkansas Department of Higher Education; Paul Smith, State Council of Higher Education for Virginia; and Thomas Steen, North Dakota PSF

Mar. 8: Montana University System Provosts Meeting, Helena; Thomas Steen, North Dakota PSF

Mar. 20-21: California Community College Meetings: Cerritos College, College of the Canyons; Pat Shea and Roland Squire

Mar. 22-24: Western Alliance of Community College Academic Leaders, Long Beach, CA; Pat Shea and Peter Quigley, University of Hawai'i System

Apr. 2-5: American Association of Collegiate Registrars and Admissions Officers (AACRAO), Minneapolis; Kari Brown-Herbst, Wyoming PSF and Stacy Maestas, Laramie County Community College (WY)

Apr. 19-21: University of Alaska Anchorage; Jane Sherman

Apr. 26-28: Western Academic Leadership Forum, Salt Lake City; Pat Shea and Phyllis "Teddi" Safman, Utah PSF

Apr. 28: Montana University System GE Committee, Helena; Thomas Steen

May 7-9: Oregon Association of Collegiate Registrars and Admissions Officers, Bend, Oregon; Roland Squire

May 16-19: Ohio Board of Regents and Indiana Commission for Higher Education; Jane Sherman

May 21-23: WICHE Commission Meeting, May 21-23, Coeur d'Alene, Idaho; Pat Shea

May 27-30: National Institute for Staff and Organizational Development (NISOD), Austin, Texas; Kate Springsteen

May 29-June 2: American Institutes for Research, Washington, DC; Pat Shea, Michael Torrens, WICHE consultant, and Roland Squire

July 9-11, American Association of Collegiate Registrars and Admissions Officers Tech & Transfer Conference, New Orleans; Roland Squire

Aug. 14-15: Southern Association of Colleges and Schools Commission on Colleges, Atlanta; Pat Shea and Jane Sherman

Aug. 16: Community College of the Air Force, Montgomery, Alabama; Pat Shea and Thomas Steen

Sep. 6: Nevada System of Higher Education, Elko, Nevada; Jane Sherman

Sep. 14-16: National Association for College Admissions Counseling (NACAC), Boston; Pat Shea; Judy Hay, Laramie County Community College; and Jody Owen, South Dakota State University

Sep. 22-23: Association of General and Liberal Studies (AGLS), Memphis; Thomas Steen and Kate Springsteen

Sep. 20-27: Visits with registrars at member institutions/system in Wyoming, South Dakota and North Dakota; Roland Squire





Interstate Passport is another tool colleges and universities can use across state lines to help students bring meaningful building blocks for their degrees with them. The potential for assisting mobile students in completing their degrees without losing credit as they transfer is just beginning to be tapped through the Interstate Passport.

*– Judy Hay, Vice President for Student Services,
Title IX Coordinator,
Laramie County Community College, Wyoming*

About WICHE

Interstate Passport is based at the Western Interstate Commission for Higher Education (WICHE). For over 60 years, WICHE has been the leading agency serving higher education throughout and beyond the American West. WICHE is one of four regional interstate compacts in the United States, with 16 member states and territories as well as a multifaceted portfolio of programs and priorities that:

- Enable students to pursue higher education affordably and conveniently
- Ease the sharing of ideas and resources that help states and institutions improve their services, systems, policies and workforce
- Provide authoritative and well-grounded research and policy guidance for influencers in diverse niches including data sharing, educational technology, behavioral health, and demography
- Help universities, colleges and communities adapt to social, economic and technological change

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